

MEA WRITING SCORING GUIDE FOR PERSUASIVE/ARGUMENTATIVE WRITING - GRADE 8

Content Standard G: Stylistic and Rhetorical Aspects of Writing

Link to Maine Learning Results G4 and Scoring Notes					
Topic Development	<div>The degree to which the response<ul style="list-style-type: none">▪ Addresses the prompt▪ Identifies a clear position▪ Develops a logical and coherent argument▪ Makes connections between and among supporting evidence▪ Acknowledges or refutes an opposing position▪ (Responses of one sentence or less will be treated as <i>(not able to be scored.)</i>)</div>				<div>These scoring notes are listed in order of importance and are to be considered in hierarchical order when scoring on demand, first draft writing. This scoring guide is designed to be used in conjunction with student benchmark papers, contained in MEA released items.</div>
Organization	<div>The degree to which the response<ul style="list-style-type: none">▪ Is focused▪ Is clearly and logically sequenced▪ Uses a variety of transitional devices (i.e., phrases, sentences, paragraphs)</div>				
Details	<div>The degree to which the response<ul style="list-style-type: none">▪ Reliably and accurately supports the topic▪ Develops the position using relevant and convincing details (use of: prediction, statistics, observation, expert testimony, comparison, anecdotes, or logic)</div>				
Language/Style	<div>The degree to which the response<ul style="list-style-type: none">▪ Uses language that is convincing▪ Includes a variety of sentence structures and lengths</div>				
Score Points					
1	2	3	4	5	6
<div><ul style="list-style-type: none">▪ Position is missing or is stated with little or no supporting evidence▪ Little focus or organization▪ Simplistic language</div> <div>Text is not sufficiently developed to demonstrate control.</div>	<div><div>Position is stated or implied with limited supporting evidence<ul style="list-style-type: none">▪ Limited focus or organization▪ Limited variety in language</div><div>Text may not be sufficiently developed or complex to demonstrate sustained control.</div></div>	<div><ul style="list-style-type: none">▪ Position is stated or implied with moderate supporting evidence▪ Moderate focus and organization▪ Some variety in language, with a hint of personal style</div>	<div><ul style="list-style-type: none">▪ Position is stated with relevant supporting evidence.▪ Clear focus and organization▪ Variety in language, with an emerging personal style</div>	<div><div>Position is strongly stated with effective and logical supporting evidence.<ul style="list-style-type: none">▪ Logical sequencing of evidence that supports a clear focus▪ Effective use of language and personal style▪ There is acknowledgement of an opposing position which helps build support for the argument.</div></div>	<div><ul style="list-style-type: none">▪ Position is strongly stated with skillful use of evidence to build a tight argument▪ Logical sequencing and controlled, clear focus▪ Skillful use of language and distinctive personal style▪ Acknowledgement of an opposing position which achieves the desired results.</div>

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Content Standard F: Standard English Conventions			
Link to Maine Learning Results F1 and Scoring Notes			These scoring notes are to be considered when scoring on demand, first draft student writing. They should be considered in a non-hierarchical order.
Sentences	The degree to which the response <ul style="list-style-type: none">Includes sentences that are correct in structure		
Grammar and Usage	The degree to which the response <ul style="list-style-type: none">Demonstrates correct use of standard grammatical rules of EnglishDemonstrates correct word usage		
Mechanics	The degree to which the response <ul style="list-style-type: none">Demonstrates correct punctuationDemonstrates correct capitalizationDemonstrates correct spelling		
Score Points			
1	2	3	4
<ul style="list-style-type: none">Little control of sentence structureLittle application of correct grammar and usageLittle control of mechanics <p>Text is not sufficiently developed to demonstrate control.</p>	<ul style="list-style-type: none">Simplistic sentence structureLimited application of correct grammar and usageLimited control of mechanics <p>Text may not be sufficiently developed or complex to demonstrate sustained control.</p>	<ul style="list-style-type: none">Moderate control of a variety of sentence structuresModerate application of correct grammar and usageModerate control of mechanics in proportion to development and complexity.	<ul style="list-style-type: none">Control of a variety of sentence structures,Consistent application of correct grammar and usageCorrect use of mechanics in proportion to development and complexity.